



Virtual Learning Program Rubric

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The Center on Innovations in Learning is one of seven national content centers funded by the United States Department of Education. The Center's mission is to (a) increase the capacity of state education agencies (SEAs) to stimulate, select, implement, and scale up learning innovations in local education agencies (LEAs) and schools to improve learning outcomes for all students; and (b) increase the capacity of regional comprehensive centers (RCCs) to provide technical assistance to SEAs relative to the Center's scope of responsibility.

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Table of Contents

Chapter I: Introduction

- Who We Are
- Our Audience
- Goals and Overview
- Chapters

Chapter II: Guiding Definitions

Chapter III: Virtual Learning Program Standards

- What Are Virtual Learning Program Standards?
- Why Were They Developed?
- How Were They Developed?
- Who Should Use Them?
- Why Use Them?
- How Are They Used?
- Resource: Virtual Learning Program Standards

Chapter IV: Virtual Learning Program Review Guide

- What Is the Virtual Learning Program Rubric?
- Why Was It Developed?
- How Was It Developed?
- Who Should Use It?
- Why Use It?
- When Should It Be Used?
- How Should It Be Used?



Chapter I: Introduction

Who We Are

[The Northeast Comprehensive Center \(NCC\)](#)

The NCC is a federally funded technical assistance center that engages state education leaders across the Northeast in using research-based findings and rigorous evidence to meet the goals of the Elementary and Secondary Education Act (ESEA). The purpose of the NCC is to design technical assistance services that meet education leaders' priority needs, further the key initiatives of the US Department of Education, and have the greatest potential for developing state capacity to help local education agencies (LEAs) and schools improve.

Through specific requests and regular meetings with state education leaders to discuss their priority needs for technical assistance, the NCC will develop and continually review the [NCC Comprehensive Management Plan](#) to ensure that NCC work is attuned to the emerging needs of state education agencies (SEAs). The NCC also offers special initiatives designed to engage states in areas of strong interest, such as [College and Career Readiness](#), [Early Learning](#), [Great Teachers and Leaders](#), [Innovations in Learning](#), and [Instruction That Works](#) to build capacity throughout the Northeast.

The mission of the NCC is to develop the capacity of state education agencies in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont and their networks and agencies as they work to assist LEAs and schools in improving achievement outcomes for all students. In doing so, we strive to engage with state education leaders in:

- Thinking systemically about the relationships among all elements to create coherence and to articulate a common purpose;
- Using research-based findings and rigorous evidence to evaluate impact, refine practices, seek new solutions, and meet learners' needs;
- Acting strategically to maximize opportunities and to make the best use of available resources; and
- Working collaboratively across leadership levels and organizations to leverage resources and overcome barriers.



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[The Center on Innovations in Learning \(CIL\)](#)

CIL is one of seven national content centers funded by the US Department of Education. CIL's mission is to (a) increase the capacity of SEAs to stimulate, select, implement, and scale up learning innovations in LEAs and schools to improve learning outcomes for all students; and (b) increase the capacity of regional comprehensive centers (RCCs) to provide technical assistance to SEAs relative to the Center's scope of responsibility.

Our Audience

Our audiences are state education agencies. This is the formal governmental label for the state-level government agencies, which are referred to as SEAs throughout this document, within each US state responsible for providing information, resources, and technical assistance on educational matters to schools and residents. SEAs provide a broad spectrum of services and support to school LEAs in promoting student achievement and maximizing economies of scale in staff development, purchasing, and administrative services. SEAs provide a range of support from curriculum consulting to staff development, helping LEAs in maximizing technology use in the classroom, software applications for LEAs student, administrative services, group purchasing, and more. SEAs are critical providers of educational and professional development courses for LEAs to meet their goals. SEAs can maximize the usage of our Virtual Learning Program (VLP) Rubric by:

- Providing administrators within LEAs with a powerful tool for evaluating virtual programs to ensure high quality and rigor in virtual programs within a school's curriculum. The Guiding Definitions, VLP Standards, VLP Review Guide, and VLP Rubric present principles for high-quality virtual instruction and offer tools for measuring the same so that administrators can make well-informed decisions that will help increase accountability and ensure consistency in virtual program evaluation.
- Offering criteria-based evaluation tools to evaluate SEAs' current virtual programs, as well as virtual programs developed by vendors that they may be considering including as part of their curriculum.

Goals and Overview

The NCC, in collaboration with CIL, leads the development of the VLP Rubric to enhance the capacity of SEAs and LEAs in the Northeast when employing virtual learning. The VLP Rubric



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project aligns with federal and state goals to promote innovations in teaching and learning and to realize goals set forth in SEA technology plans or vision statements for states in the Northeast.

Purpose of the VLP Rubric Working Group

Build SEA and LEA capacity in the following ways:

- Establish a working definition of virtual learning and its current and potential use in and outside of classroom instructional practices;
- Develop SEA/LEA understanding of research-based rubrics for virtual learning and ways to support SEAs and LEAs in evaluating and developing high-quality virtual programs;
- Develop a VLP Rubric, vetted and approved by each SEA in the region; and
- Scale up the use of the VLP Rubric across the Northeast.

Working Group Activities to Develop and Implement the VLP Rubric

1. Built SEA capacity for creating a VLP Rubric

- Created and facilitated a professional learning community (PLC) to build knowledge and understanding of the use of rubrics to assess virtual programs in the following areas:
 - Common language and terminology
 - Virtual programs evaluation
 - Standards creation for incorporation into a VLP Rubric

2. Convened SEA teams both online and in person.

- Employed a face-to-face working group session:
 - Facilitated a committee with goals, objectives, and deliverables to develop a VLP Rubric
 - Developed domains, standards, levels, and descriptors to frame the VLP Rubric
 - Developed a draft VLP to evaluate virtual programs
- Formed a VLP Rubric review committee with participants from New Hampshire, New York, Massachusetts, and Rhode Island to:
 - Refine domains, standards, levels, and descriptors of the VLP Rubric
 - Refine common language and tone
 - Refine application of the VLP Rubric:
 - Necessary ancillary resources
 - Representatives to present the VLP Rubric to SEA senior management
 - Necessary training and technical assistance for SEAs and LEAs
 - VLP Rubric pilot testing

3. Designed a plan to scale up short-term VLP Rubric usage in, at a minimum, one pilot district per state across the Northeast that will:

- Identify pilot district(s) based on participant interest and district readiness
- Provide pilot district(s) with exemplary training and technical assistance to implement the VLP Rubric to assess the quality and rigor of virtual programs



- Facilitate a community of practice among pilot district(s) implementing the VLP Rubric within their district(s)
4. Designed a plan to scale up long-term VLP Rubric usage in pilot district(s), across the region, and nationwide that will:
- Collect lessons learned from pilot district(s) based on evaluation protocol
 - Utilize the lessons learned to inform the development of an informational brief for the four SEAs
 - Continue to support pilot district(s) in the scaling up of long-term Virtual Learning Programs
 - Provide SEAs with technical assistance to promote effective implementation of the VLP Rubric across the region through:
 - Course and instructor evaluation
 - Teacher professional development
 - Pre-/in-service teacher and administrator education

Chapters

Chapter II: Guiding Definitions

This chapter will familiarize SEAs and LEAs with definitions for terminology used in the VLP Rubric. This introductory document will build a clear understanding of concepts required to effectively assess the quality and rigor of virtual learning programs.

Chapter III: Virtual Learning Program Standards

This chapter will inform SEAs and LEAs of the core framework of the VLP Rubric. It will detail what learning program standards are, how and why they were developed, who should use them and why, and how they can be best used in practice.

Chapter IV: Virtual Learning Program Review Guide

This chapter will inform SEAs and LEAs about the collaborative process employed when developing the VLP Rubric. It will provide detail on the scope of the VLP Rubric, how and why it was developed, who should use it, and recommendations for implementation.



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Chapter II: Guiding Definitions

The following definitions list is comprised of important concepts related to virtual learning and terms presented in the VLP Rubric.

Access: The ability to engage with a computer system or network via dial-up modem, ISDN, cable modem, DSL, satellite, or wireless.

Advisory committee: A body that advises the management of a corporation, organization, or foundation.

Blended learning: As defined by the following state education agencies:

- New York State Education Department (NYSED): Instruction in a specific subject consisting of teacher-to-student, student-to-student, and/or student-to-content interactions that occur through a combination of classroom-based digital and/or Internet-connected media.
- Massachusetts Department of Elementary and Secondary Education (MA ESE): An educational program that strategically integrates in-person and digital content and instruction that may provide students with some element of student control over time, place, path, and/or pace to ensure mastery of skills. Blended learning facilitates individualized and collaborative learning opportunities, which promotes the use of real-time student data to inform instructional decisions.
- Rhode Island Department of Education (RIDE): Learning opportunities in which a student learns, at least in part, at a supervised brick-and-mortar location away from home and, at least in part, through online delivery with some element of student control over time, place, path, and/or pace.

Capacity: Having the resources, knowledge, organization, and materials to enable data-driven decision making to select high-quality and effective Virtual Learning Programs for implementation.

Competency-based assessment: The process of collecting evidence and making judgments about whether competency (individual skills/learning outcomes) has been achieved.

Competency-based learning: Allows students to progress as they demonstrate mastery of



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academic content, regardless of time, place, or pace of learning.

CIPA: Children’s Internet Protection Act. It was enacted by Congress in 2000 to address concerns about children’s access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools and libraries that receive discounts for Internet access or internal connections through the E-rate program, which makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

College and career readiness: The level of preparation a student needs in order to (a) enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree; (b) transfer to a baccalaureate program; or (c) enroll in a high-quality certificate program that enables students to enter a career pathway with potential future advancement (Conley, 2007; Conley, 2010).

Curriculum: Although this term has many possible meanings, it usually refers to a written plan outlining what students will be taught (a course of study). Curriculum documents often also include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school or to all the courses offered at a school in a particular area of study (ASCD, 2014).

Educational materials: Resources present in a virtual program.

FERPA: Family Educational Rights and Privacy Act. A federal law that protects the privacy of student education records, FERPA applies to all schools that receive funds under an applicable program of the US Department of Education.

Fidelity: The implementation of program policies and processes as intended or defined.

Fiscal sustainability: The ability for an SEA or LEA to provide financial resources that support the implementation of Virtual Learning Programs.

Goal: A broad statement of purpose that identifies what a learner will accomplish. Goals should be specific, measurable, achievable, results focused, and time bound.

Governance system: Structures (e.g., policies and processes) that allow parts of an organization



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to act efficiently as a whole.

Instruction: In general usage, the term “direct instruction” refers to (a) instructional approaches that are structured, sequenced, and led by teachers; and/or (b) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students (Great Schools Partnership, 2013).

Learning Management System (LMS): The technology platform through which students access online courses. An LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course (Northwest Educational Technology Consortium, 2005).

Mission statement: An overarching statement of purpose for a company, organization, or person. The mission statement should guide the actions of the organization, inform the development of overall goals, provide a path toward reaching the goals, and guide decision making.

Measurable: In online learning, the extent to which various aspects of the online course (e.g., goals, objectives, and assessments) have been developed so that they provide an observable indication of achievement or performance.

Objectives: Statements of what a learner/individual will be able to do as a result of engaging in a learning activity.

Officially recognized content standards: Standards officially promulgated and/or accepted by a recognized organization, such as the Common Core Standards in education.

Online Learning: As defined by the following SEAs:

- New York State Education Department: Instruction in a specific subject consisting of teacher-to-student, student-to-student, and/or student-to-content interactions that occur solely through digital and/or Internet-connected media.
- Rhode Island Department of Education: Education in which instruction and content are delivered primarily over the Internet.

Pedagogical preparation: The coursework, training, and/or practice designed to prepare



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instructors.

Performance goals: Action, behavior, or knowledge expectations related to work to be accomplished.

Personalized learning: Or personalization. It is used in reference to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to “one-size-fits-all” approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student.

Policy: A coherent set of decisions with a common long-term objective (or objectives) affecting or relevant to a given sector.

Professional development: This term means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement (National Staff Development Council, 2009).

Program effectiveness: The degree to which a Virtual Learning Program meets expectations or achieves anticipated results. Desired results can and do vary depending on the program itself and may include access, user satisfaction, perceived relevancy, value added, teacher use, and acceleration of student learning.

Program design: Reflects a program’s mission and goals and the accessibility and comprehension of these to its various stakeholders, including students, parents, and community members.

Quality assurance: A way of preventing mistakes or defects in products, services, or solutions to avoid problems when delivering them to stakeholders.

Results focused: Goals that measure outcomes, not activities.

Rigorous: An environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates



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learning at high levels (Blackburn, 2008).

Rubric: A scoring guide that describes characteristics of practice or artifacts and helps evaluate performance of a particular area based on a range of criteria. A rubric lists the criteria or characteristics that should be exhibited and describes specific quality levels of those criteria.

Rubrics are designed to help educators and evaluators (a) develop a consistent, shared understanding of what proficient performance looks like in practice; (b) develop a common terminology and structure to organize evidence; and (c) make informed professional judgments about formative and summative performance ratings on each standard and overall. The VLP Rubric contains the following components:

- **Domain:** The broad categories of knowledge, skills, and performance of effective practice. The current VLP Rubric has four domains: policy, stakeholders/community, curriculum/instruction, and capacity.
- **Levels:** Broad categories used to describe levels of progress in attaining each standard. Descriptors are embedded within each level. In the VLP Rubric, the following levels are used:
 - **Fully Met:** All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.
 - **Partially Met:** Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.
 - **Developing:** Characteristics of the standard are being developed. A process to implement is being developed.
 - **Beginning:** There is little or no development of standard and little or no implementation of standard.
- **Descriptors:** Statements of knowledge, skills, performance, or characteristics aligned to each standard that serve as the basis for identifying the level of development and implementation of each standard.
- **Standards:** Components within each domain that reflect specific knowledge, skills, and characteristics related to high quality.

Specific: Goals that are simplistically written and that clearly define what one is going to do.



State learning standards: State-defined expectations that are consistent and that provide a clear understanding of what students are expected to learn, so teachers and parents know what to do to help students learn. Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers (Common Core State Standards Initiative, 2014).

Stewardship: An ethic that embodies the responsible planning and management of resources.

Time bound: Goals linked to a time frame that creates a practical sense of urgency or that results in tension between the current reality and the vision of the goal.

Universal design principles: A set of principles for curriculum development that give all individuals equal opportunities to learn (<http://www.cast.org/udl/>).

Virtual Learning Program: Virtual Learning Programs provide instruction for students in nontraditional settings through distance learning options. Virtual Learning Programs offer flexibility to students while providing instruction aligned with state learning standards. Virtual Learning Programs function very much like a traditional school and offer fully online or blended-learning opportunities. However, they may be district wide, regional, statewide, charter, or specific to a content area.

VLP Rubric: The comprehensive document that includes guiding definitions, the VLP Standards, and the VLP Review Guide.

Virtual learning environment: An e-learning education system that models conventional in-person education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments, and other external resources such as academic or museum website links. It is also a social space where students and teacher can interact through threaded discussions or chat.



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Chapter III: Virtual Learning Program Standards

What Are Virtual Learning Program Standards?

Virtual Learning Program Standards consist of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts. The Virtual Learning Program Standards guide SEAs and LEAs in the evaluation of Virtual Learning Programs for quality and rigor.

The Virtual Learning Program Standards are organized into four domains: policy, program design, curriculum and instruction, and capacity. Each standard contains examples that convey one component of a fully met standard, a partially met standard, a developing standard, and a beginning standard.

Why Were They Developed?

As virtual teaching and learning becomes more deeply integrated into curricula, it is important to assess the quality and rigor of virtual programs. The Virtual Learning Program Standards provide a framework for identifying key areas for effective teaching and learning in Virtual Learning Programs throughout the Northeast and the nation.

How Were They Developed?

The Virtual Learning Program Standards were developed through a two-day working group session that was held in October 2013 in Woburn, Massachusetts. Representatives from New York, New Hampshire, Massachusetts, Rhode Island, the NCC, and CIL were in attendance. Prior to the working group session, working group members participated in an online technical assistance module, *Better Understanding Online and Blended Learning*, to build capacity. The online module considered the following topics:

- Defining Virtual Learning
- Evaluating Virtual Learning Programs
- Drafting Rubrics for Assessing Virtual Learning Programs
- Using Rubrics to Evaluate Virtual Learning in Your State

The VLP Rubric domains, standards, levels, and descriptors were created in an iterative process



throughout the two-day working group session. A review committee was formed to further refine the VLP Rubric prior to presentation to state, legal, and governing bodies for review and approval.

Who Should Use Them?

The Virtual Learning Program Standards are useful for all stakeholders who are involved in evaluating the quality and rigor of Virtual Learning Programs. This includes, but is not limited to, SEAs and LEAs. The Virtual Learning Program Standards can also be used to provide professional development opportunities for SEAs, LEAs, and school staff and administration who are interested in implementing Virtual Learning Programs.

Why Use Them?

The Virtual Learning Program Standards are a robust tool that:

- Provides a common definition for Virtual Learning Programs in the Northeast and nationwide.
- Increases SEA and LEA capacity to identify high-quality virtual programs.
- Supports SEAs and LEAs in evaluating and developing high-quality virtual programs.
- Can be used to support professional development programs that increase the capacity of SEAs, LEAs, and school staff and administration who plan or are planning to implement virtual programs.

How Are They Used?

The Virtual Learning Program Standards provide a framework for the Virtual Learning Program Review Guide as described in the next chapter.

Resource: Virtual Learning Program Standards

Policy

- Standard 1.1: Virtual Learning Policies reflect overall SEA goals.
- Standard 1.2: A team or stakeholder group monitors Virtual Learning Policies.
- Standard 1.3: Virtual Learning Policies ensure students are able to fully participate in the program(s) as designed.
- Standard 1.4: Virtual Learning Policies are incorporated in technology plans and adhere



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to federal and state laws and regulations.

- Standard 1.5: Virtual Learning Policies are aligned (i.e., integrated and supported) with overarching technology plans.
- Standard 1.6: Virtual Learning Policies are reviewed regularly and evaluated.
- Standard 1.7: Virtual Learning Policies specify teacher competency (certification).
- Standard 1.8: Virtual Learning Policies specify administrator competency (certification).
- Standard 1.9: Virtual Learning Policies facilitate competency-based instruction.
- Standard 1.10: Virtual Learning Policies ensure the implementation of professional development in related areas for teachers and administrators.

Program Design

- Standard 2.1: The program mission statement reflects the importance of virtual learning and is informed by K–12 research bases and practices.
- Standard 2.2: The program goals and objectives are clearly defined and are specific, measurable, attainable, realistic, and timely.
- Standard 2.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.
- Standard 2.4: The Virtual Learning Program develops strong working relationships with the broader community to support students' academic progress and social and emotional well-being.
- Standard 2.5: The Virtual Learning Program develops strong working relationships with the broader community to support access for all students.

Curriculum and Instruction

- Standard 3.1: The Virtual Learning Program curriculum is aligned to state/district standards and performance goals.
- Standard 3.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.
- Standard 3.3: The Virtual Learning Program curriculum is organized (i.e., clear and coherent and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).
- Standard 3.4: The Virtual Learning Program curriculum and assessments are competency based.



- Standard 3.5: Virtual Learning Program instruction reflects pedagogical preparation toward college and career readiness.
- Standard 3.6: Virtual Learning Program instruction reflects instructional achievement and collaboration.
- Standard 3.7: The Virtual Learning Program reflects instructional methods that support personalized learning.

Capacity

- Standard 4.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.
- Standard 4.2: The Virtual Learning Program has training regarding program methodologies and the proper use of the learning management system.
- Standard 4.3: Staff and students have reliable access to resources and support for learning.
- Standard 4.4: The governance system provides stewardship and oversight of the Virtual Learning Program.
- Standard 4.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.
- Standard 4.6: The governing system for the Virtual Learning Program approves and updates policy.
- Standard 4.7: The governing system evaluates instructional quality and program delivery using clear policies, measures, and procedures.
- Standard 4.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.
- Standard 4.9: The Virtual Learning Program has staffing and supervision plans that define and delineate roles and responsibilities among leaders, faculty, staff, and other stakeholders.
- Standard 4.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity.
- Standard 4.11: The governing system for the Virtual Learning Program includes essential stakeholders.



Chapter IV: Virtual Learning Program Review Guide

What Is the Virtual Learning Program Rubric?

The Virtual Learning Program Review Guide is a framework for SEAs and LEAs to assess the quality and rigor of virtual programs. The guide provides context for the VLP Standards and offers a deeper operational understanding of the quality and rigor embedded in each standard.

This review guide is used to evaluate virtual courses as they relate to the standards that are organized into four domains: policy, program design, curriculum and instruction, and capacity. The guide determines the quality of virtual programs as they relate to the standards identified in each domain.

Why Was It Developed?

The Virtual Learning Program Review Guide was designed and developed to facilitate the utilization of the Virtual Learning Program Standards to assess the quality and rigor of virtual programs.

How Was It Developed?

The VLP Review Guide was designed and developed using the Virtual Learning Program Standards identified in Chapter III. For each standard, a scale was developed with accompanying descriptors to identify the criteria for each level of the scale. The VLP Review Guide uses the following scale:

- Fully Met: All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.
- Partially Met: Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.
- Developing: Characteristics of the standard are being developed. A process to implement is being developed.
- Beginning: There is little or no development of the standard and little or no implementation of the standard.



Who Should Use It?

The Virtual Learning Program Review Guide is useful for all stakeholders who are involved in evaluating the quality and rigor of Virtual Learning Programs. This includes, but is not limited to, SEAs and LEAs. The Virtual Learning Program Review Guide can also be used to provide professional development opportunities for SEAs, LEAs, and school staff and administration who are interested in implementing Virtual Learning Programs.

Why Use It?

The Virtual Learning Program Review Guide can be used to assess the quality and rigor of virtual programs. The guide can also be used as a tool to guide to design Virtual Learning Programs.

When Should It Be Used?

To evaluate an existing Virtual Learning Program, review and note the following:

- The objectives of the program;
- The structure of the program;
- Who the program is designed for;
- The progression of program content; and
- The program's relation to the VLP Review Guide domains: policy, program design, curriculum and instruction, and capacity.

Once you have a general sense of the course, begin to evaluate it on a deeper level and link the program content to the Virtual Learning Program Standards. For each of the standards, rate the extent to which program components align to the criteria presented in the VLP Review Guide, score the VLP, and provide examples of evidence in the Evidence, Notes, Comments section.

How Should It Be Used?

Ultimately, use of the guide will determine if a virtual program meets the threshold of being high quality. To be acceptable, a determination of "high quality" is contingent on meeting the following criteria:

- At least 85 percent of the remaining ratings must receive a rating of 4 (Fully Met); and
- There can be no ratings under 2 (Developing).



Program Name: _____ Date of Review: _____

Submitted by:	Reviewed by:
Decision Recommended:	Decision Made:
Rationale:	Rationale:

Directions:

For each standard please review the relevant information or materials in the course and determine if the standard is not in place, developing, developed with inconsistent implementation and fidelity, or developed and implemented with fidelity. Place a check mark in the appropriate location. Please use the following guidelines to make these determinations.

The Virtual Learning Program Rubric includes examples that convey one component of a fully met standard. These examples are meant to serve as a model for what the scale looks like in action and to assist you in your review; however, they are not exhaustive or mandatory for each standard.

A Virtual Learning Program Standard consists of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts.

Scale:

- **Fully Met** - All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.
- **Partially Met** - Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.
- **Developing** - Characteristics of the standard are being developed. A process to implement is being developed.
- **Beginning** - There is little or no development of the standard and little or no implementation of the standard.

Please use the Evidence, Notes, Comments section to indicate why a particular score was given, to provide brief suggestions for improvement (if necessary), or to include a description of why something was particularly well done. It is strongly recommended that you explain how you scored standards with multiple variables (e.g., The course content **comprehensively** and **rigorously** addresses identified course objectives).

1. Policy: This domain intends to evaluate the policies and policy context in which the Virtual Learning Program is implemented. Sound policies related to virtual learning will influence the degree to which implementation thrives and is sustained over time.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 1.1: Virtual Learning Policies are consistent with overall state education agency (SEA) goals.	Virtual Learning Policies are consistent with overall SEA goals and are being implemented completely and with fidelity. Current SEA policies represent no known conflicts or barriers to the effective implementation of Virtual Learning Programs.	Virtual Learning Policies are consistent with overall SEA goals. Current SEA policies are in the process of being reconciled, as needed, to eliminate any potential conflicts that may create barriers to the effective implementation of Virtual Learning Programs.	Virtual Learning Policies are being developed or modified to be consistent with overall SEA. Current SEA policies are in the process of being reviewed to identify any potential conflicts that may create barriers to the effective implementation of Virtual Learning Programs.	Virtual Learning Policies are not consistent with overall SEA goals. There is no account of potentially conflicting policies in the SEA that may create barriers to the effective implementation of Virtual Learning Programs.	
<i>Evidence, Notes, Comments</i>					

<p>Standard 1.2: A team or stakeholder group monitors Virtual Learning Program design and implementation in alignment with Virtual Learning Policies.</p>	<p>A plan has been developed to provide ongoing monitoring of Virtual Learning Programs and ensures that the program is designed and implemented in alignment with Virtual Learning Policies. The monitoring process is being implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing program enhancement.</p>	<p>A plan has been developed to provide ongoing monitoring of Virtual Learning Programs and ensures that the program is designed and implemented in alignment with Virtual Learning Policies. The monitoring process is being implemented but not consistently or with fidelity.</p>	<p>A plan is being developed to provide ongoing monitoring of Virtual Learning Program design and implementation in alignment with Virtual Learning Policies.</p>	<p>There is no plan developed to provide ongoing monitoring of Virtual Learning Program design and implementation in alignment with Virtual Learning Policies.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 1.3: Virtual Learning Policies call for students to fully participate in the program(s) as designed.</p>	<p>Policies are developed and implemented that ensure the students for whom the Virtual Learning Program(s) is intended have the knowledge and skills required to participate fully.</p>	<p>Policies are developed that ensure the students for whom the Virtual Learning Program(s) is intended have the knowledge and skills required to participate fully. The policies are implemented but without consistency or fidelity.</p>	<p>Policies are being developed that ensure the students for whom the Virtual Learning Program(s) is intended have the knowledge and skills required to participate fully. Processes for implementing the policies are being developed.</p>	<p>Policies have not been developed or implemented that ensure the of students for whom the Virtual Learning Program(s) is intended have the knowledge and skills required to participate fully.</p>	
<p><i>Evidence, Notes, Comments</i></p>					

Standard 1.4: Virtual Learning Policies are incorporated in technology plans and adhere to federal and state laws and regulations.	Virtual Learning Policies adhere to current federal (CIPA, FERPA, IDEA) and state laws and regulations.	Assurances are in place that reflect adherence to current federal (CIPA, FERPA, IDEA) and state laws and regulations.	A process is being developed to ensure adherence to current federal (CIPA, FERPA, IDEA) and state laws and regulations.	A process has not been developed to ensure adherence to current federal (CIPA, FERPA, IDEA) and state laws and regulations.	
<i>Evidence, Notes, Comments</i>					
Standard 1.5: Virtual Learning Policies are aligned (i.e., integrated and supported) with overarching technology plans.	Policies are integrated with technology plans and adequate resources are allocated to ensure ongoing viability. Any existing policies that may conflict with Virtual Learning Policies have been identified and reconciled.	Policies are integrated with technology plans and efforts are being made to allocate the appropriate resources to ensure viability. Some barriers exist to allocating adequate resources.	Policies are being integrated with technology plans and the appropriate resources are being considered to ensure viability.	Policies are not integrated with technology plans and are not supported with the appropriate resources to ensure viability.	
<i>Evidence, Notes, Comments</i>					
Standard 1.6: Virtual Learning Policies are reviewed regularly and evaluated.	Virtual Learning Policies are reviewed every twelve to eighteen months and modified as needed to ensure supports for quality programming are in place and to support the evolving practices and needs related to Virtual Learning Programs.	A process has been developed for review and revision of policies regarding virtual learning as it evolves. The process is implemented either inconsistently or without fidelity.	A process is being developed for reviewing and revising policies regarding virtual learning as it evolves. The process has not been implemented.	No process has been developed for reviewing and revising policies regarding virtual learning.	
<i>Evidence, Notes, Comments</i>					

Standard 1.7: Virtual Learning Policies specify teacher competency (certification).	<p>Policies have been developed and are being implemented with fidelity and consistency that ensure that teachers delivering Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating students' needs.</p>	<p>Policies have been developed that ensure that teachers delivering Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating students' needs. The policies are implemented but without fidelity or consistency.</p>	<p>Policies are being developed that ensure that teachers delivering Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating students' needs. These policies are not implemented.</p>	<p>Policies have not been developed to ensure teachers delivering Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating students' needs.</p>	
<i>Evidence, Notes, Comments</i>					
Standard 1.8: Virtual Learning Policies specify administrator competency (certification).	<p>Policies have been developed and are being implemented with fidelity and consistency that ensure that administrators leading or supervising Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating instructor/teacher needs.</p>	<p>Policies have been developed that ensure administrators leading or supervising Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating instructor/teacher needs. The policies are implemented but without fidelity or consistency.</p>	<p>Policies are being developed that ensure that administrators leading or supervising Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating instructor/teacher needs. These policies are not implemented.</p>	<p>Policies have not been developed to ensure administrators leading or supervising Virtual Learning Programs have competencies aligned with program design, program instructional requirements, and participating instructor/teacher needs.</p>	
<i>Evidence, Notes, Comments</i>					

Standard 1.9: Virtual Learning Policies facilitate competency- based instruction.	Policies supporting competency-based learning and reflecting student-learning outcomes versus seat time have been developed and implemented consistently with fidelity.	Policies supporting competency-based learning and reflecting student-learning outcomes versus seat time have been developed and implemented unevenly.	Policies are being developed to support competency-based learning and reflect student-learning outcomes versus seat time.	There are no policies to support competency-based learning.	
<i>Evidence, Notes, Comments</i>					
Standard 1.10: Virtual Learning Policies address the implementation of professional development in related areas for teachers and administrators. (1)	Policies have been developed and are being implemented with fidelity and consistency that ensure teachers and administrators supporting virtual learning initiatives receive high-quality professional development in related areas.	Policies have been developed to ensure teachers and administrators supporting virtual learning initiatives receive high-quality professional development in related areas. The policies are being implemented but without fidelity or consistency.	Policies are being developed to ensure teachers and administrators supporting virtual learning initiatives receive high-quality professional development in related areas. The policies are not being implemented.	No policies have been developed to ensure teachers and administrators supporting virtual learning initiatives receive high-quality professional development in related areas.	
<i>Evidence, Notes, Comments</i>					

(1) State Professional Development Policies for teachers and administrators of MA, NY, RI: <http://www.doe.mass.edu/pd/standards.html>; <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>; <http://www.ride.ri.gov/TeachersAdministrators/ProfessionalDevelopment.aspx>

2. Program Design: This domain reflects the Virtual Learning Program’s mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.1: The Virtual Learning Program mission statement reflects the importance of virtual learning and is informed by K–12 research and best practices.	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is informed by K–12 virtual learning research and/or practices.	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is not informed by K–12 virtual learning research and/or practices.	A mission statement is being developed that reflects the importance of virtual learning. It is not informed by K–12 virtual learning research and/or practices.	No mission statement has been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 2.2: The Virtual Learning Program goals and objectives are clearly defined, specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program’s mission. Goals and objectives are specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program’s mission. Goals and objectives are not specific, measurable, achievable, results focused, or time bound.	Virtual learning goals and objectives are being developed that reflect the program’s mission.	Virtual learning goals and objectives have not been developed.	
<i>Evidence, Notes, Comments</i>					

Standard 2.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.	<p>Information about the program mission, goals, and objectives is consistently communicated through the use of multiple methods. A plan exists and is being implemented to measure stakeholder understanding and to continuously improve communication efforts.</p>	<p>Information about the program mission, goals, and objectives has been communicated through the use of multiple methods. A plan has been developed for measuring stakeholder understanding.</p>	<p>Information about the program mission, goals, and objectives has been communicated through some methods. No plan has been developed for measuring stakeholder understanding.</p>	<p>The Virtual Learning Program mission, goals, and objectives have not been communicated to stakeholders.</p>	
<i>Evidence, Notes, Comments</i>					
Standard 2.4: The Virtual Learning Program goals encourage the development of strong working relationships with the broader community to support students' academic progress and social and emotional well-being.	<p>The Virtual Learning Program has goals to engage the broader community in support of students' academic progress and social and emotional well-being. Partnerships have been developed, are active, and are continually assessed to ensure desired outcomes are achieved.</p>	<p>The Virtual Learning Program has goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being. These goals have been communicated to a variety of stakeholders.</p>	<p>The Virtual Learning Program is developing goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being.</p>	<p>The Virtual Learning Program goals do not reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being.</p>	
<i>Evidence, Notes, Comments</i>					

Standard 2.5: The Virtual Learning Program goals include developing strong working relationships with the broader community to support access for all students.	<p>The Virtual Learning Program includes goals to work with the broader community to continually increase access for all students. The Virtual Learning Program frequently measures access to ensure all students have equitable opportunities.</p>	<p>The Virtual Learning Program includes goals to work with the broader community to continually increase access for all students.</p>	<p>The Virtual Learning Program is developing goals to include the broader community to increase access for some students.</p>	<p>The Virtual Learning Program goals do not include working with the broader community to increase access for students.</p>	
<i>Evidence, Notes, Comments</i>					

3. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.1: Virtual Learning Program curriculum is aligned to state/district standards and performance goals.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is a process to continually assess alignment across all standards and grades.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is no process to continually assess alignment across all standards and grades.	A plan is being developed to align the Virtual Learning Program curriculum to the state/district standards and performance goals.	Virtual Learning Program curriculum is not aligned to state/district standards and is not mapped to performance goals.	
<i>Evidence, Notes, Comments</i>					
Standard 3.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing curriculum and instructional enhancement.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is being implemented but not consistently or with fidelity.	A plan is being developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	There is no plan developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	
<i>Evidence, Notes, Comments</i>					

<p>Standard 3.3: Virtual Learning Program curriculum is organized (i.e., clear, coherent, and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).</p>	<p>The Virtual Learning Program curriculum has a detailed plan, has clear conceptual organization, and adheres to standards, which provides for deeper learning opportunities that challenge and engage students.</p>	<p>The Virtual Learning Program curriculum shows evidence of planning and has clear conceptual organization. However, it does not adhere to standards and/or lacks in deeper learning opportunities.</p>	<p>A plan is in place to strengthen both the organization and rigor of the Virtual Learning Program curriculum.</p>	<p>The Virtual Learning Program curriculum is neither organized nor rigorous.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 3.4: Virtual Learning Program curriculum and assessments are competency based (i.e., students progress as they demonstrate mastery).</p>	<p>Virtual Learning Program curriculum is aligned to a competency-based learning approach and includes competency-based assessments that allow students to demonstrate mastery.</p>	<p>Virtual Learning Program curriculum is aligned to a competency-based learning approach but does not include competency-based assessments that allow students to demonstrate mastery.</p>	<p>There is a process in place to ensure the Virtual Learning Program curriculum and assessments are aligned to a competency-based learning approach.</p>	<p>Virtual Learning Program curriculum and assessments are not aligned to a competency-based learning approach.</p>	
<p><i>Evidence, Notes, Comments</i></p>					

Standard 3.5: Virtual Learning Program instruction reflects pedagogical preparation (i.e., coursework and/or training/practice designed to prepare instructors) toward college and career readiness.	The design of the Virtual Learning Program instruction incorporates and models current college- and career-readiness standards, and the instruction is being implemented with consistency and fidelity.	The design of the Virtual Learning Program instruction incorporates and models current college- and career-readiness standards. The instruction is not being implemented with consistency or fidelity.	There is a plan to ensure the design and implementation of the Virtual Learning Program instruction incorporates and models current college- and career-readiness standards.	The design and implementation of the Virtual Learning Program instruction does not incorporate or model current college- and career-readiness standards.	
<i>Evidence, Notes, Comments</i>					
Standard 3.6: Virtual Learning Program curriculum includes objectives that require interactive collaboration between students and students and students and teachers.	The curriculum includes objectives that require high levels of interactive collaboration between students and students and students and teachers and is being implemented consistently with fidelity.	The curriculum includes objectives that require high levels of interactive collaboration between students and students and students and teachers. It is not being implemented consistently or with fidelity.	A plan is being developed to ensure the curriculum consistently reflects objectives that require high levels of interactive collaboration between students and students and students and teachers.	The curriculum does not include objectives that require high levels of interactive collaboration between students and students and teachers.	
<i>Evidence, Notes, Comments</i>					

Standard 3.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e., learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).	<p>Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.</p>	<p>Virtual Learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.</p>	<p>Virtual Learning Program instructional methods are being developed to support personalized learning for all students.</p>	<p>The Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.</p>	
<p><i>Evidence, Notes, Comments</i></p>					

4. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 4.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, Internet, manipulatives, textbooks, etc. These materials are accessible to all essential stakeholders.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, Internet, manipulatives, textbooks, etc. These materials are accessible to most, but not all, essential stakeholders. Plans are developed to reach full accessibility for all essential stakeholders.	All materials needed to be successful in a virtual environment are in the process of being acquired. Plans to make these materials available to all essential stakeholders are being developed.	Materials needed to be successful in a virtual environment are being identified and acquired. No plan has been developed to make these materials available to all essential stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 4.2: The Virtual Learning Program provides opportunities for training regarding program methodologies and the proper use of the learning management system.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training consistently.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training, but not consistently.	A plan is being developed to train stakeholders regarding Virtual Learning Program methodologies and the proper use of the learning management system.	The Virtual Learning Program has little to no evidence of access to training for stakeholders regarding program methodologies and the proper use of the learning management system.	

Evidence, Notes, Comments					
Standard 4.3: Staff and students have reliable access to resources and support for learning.	Staff and students have access with 90 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 80 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with less than 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.	
Evidence, Notes, Comments					
Standard 4.4: The governance system (i.e., the distribution of power among levels of government and roles of various officials, administrators, teachers, parents, and students) provides stewardship and oversight of the Virtual Learning Program.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted with consistency and fidelity.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted but without consistency or fidelity.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team are being developed.	There is no governance system to ensure the success and sustainability of the Virtual Learning Program.	
Evidence, Notes, Comments					

Standard 4.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.	<p>The governance system has clear and well-understood processes for decision making and communication. The processes are implemented with consistency.</p>	<p>The governance system has clear and well-understood processes for decision making and communication. The processes are implemented but without consistency.</p>	<p>The governance system is developing or clarifying processes for decision making and/or communication.</p>	<p>The governance system has no clear processes for decision making and/or communication.</p>	
<i>Evidence, Notes, Comments</i>					
Standard 4.6: The governance system for the Virtual Learning Program includes a process to approve and update policies related to virtual learning.	<p>A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is consistent, and revisions are made as needed.</p>	<p>A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is inconsistent.</p>	<p>A plan is being developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.</p>	<p>There is no plan developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.</p>	
<i>Evidence, Notes, Comments</i>					

<p>Standard 4.7: The governance system for the Virtual Learning Program addresses evaluation of instructional quality and program delivery using clear policies, measures, and procedures.</p>	<p>The governance system has developed an evaluation to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented with consistency and fidelity. Feedback is used to guide program and instructional enhancements.</p>	<p>The governance system has developed an evaluation to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented but without consistency or fidelity.</p>	<p>The governance system is developing an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.</p>	<p>The governance system has no evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 4.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.</p>	<p>A mechanism has been developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results. The reflection process is effective and informs changes as needed.</p>	<p>A mechanism has been developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results. The reflection process requires enhancement (e.g., more frequency, more substance, greater participation).</p>	<p>A mechanism is being developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results.</p>	<p>A mechanism has not been developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results.</p>	
<p><i>Evidence, Notes, Comments</i></p>					

Standard 4.9: The Virtual Learning Program has staffing and supervision plans that define and delineate roles and responsibilities among leaders, faculty, staff, and other stakeholders.	A plan has been developed to address staffing and supervision of the Virtual Learning Program. Staffing and supervision are consistently reviewed, and inefficiencies are mitigated as needed.	A plan has been developed to address staffing and supervision of the Virtual Learning Program. There is no process for reviewing inefficiencies in staffing/supervision and/or mitigating these on an ongoing basis.	A plan is being developed to address staffing and supervision of the Virtual Learning Program.	A plan has not been developed to address staffing and supervision of the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					
Standard 4.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity.	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented with consistency and fidelity.	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented but not with consistency or fidelity.	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.	A plan has not been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.	
<i>Evidence, Notes, Comments</i>					
Standard 4.11: The governing system for the Virtual Learning Program includes essential stakeholders.	A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. All essential stakeholders are represented.	A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. Outreach and recruitment is ongoing to form this governing system. Not all essential stakeholders are yet represented.	A plan is being developed to form a governing system for the Virtual Learning Program that includes essential stakeholders.	There is no governing system for the Virtual Learning Program that includes essential stakeholders.	

Evidence, Notes, Comments	
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